DOCUMENT RESUME

ED 369 556 PS 022 324

AUTHOR Jacobson, Arminta L.
TITLE Parent Involvement: A Survey of Proficiencies of Principals and Teachers.
INSTITUTION North Texas Univ., Denton. Coll. of Education.
SPONS AGENCY Meadows Foundation, Dallas, Tex.
PUB DATE [91]
NOTE 35p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Evaluation; *Administrator Role; *Educational Attitudes; Elementary Education; *Parent Participation; Parent School Relationship; *Principals; *School Surveys; Teacher Behavior; Teacher Evaluation; *Teacher Role

ABSTRACT

This study identified the knowledge, skills, and attitudes needed by teachers and other school staff to encourage high levels of parental involvement. It also developed an evaluation instrument of these factors for future use. The first phase of the project encompassed a review of the literature on teachers' roles in encouraging parental involvement. The second phase consisted of interviews with 12 principals whose schools possessed high levels of parental involvement to identify relevant knowledge, skills, and attitudes. The third phase consisted of the creation of a rating scale based upon principal input that identified the relevant factors. The resulting survey instrument includes 155 dimensions of knowledge, skills, and attitudes of principals for successful parent involvement and 122 dimensions for teachers. The scale itself is appended to the text. Contains 52 references. (MDM)

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PARENT INVOLVEMENT: A SURVEY OF PROFICIENCIES OF PRINCIPALS AND TEACHERS

Supported by a Grant from the Meadows Foundation

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Arminta L. Jacobson, Ph.D.
College of Education
University of North Texas
Denton, Texas

PS 022324

PARENT INVOLVEMENT:
A SURVEY OF PROFICIENCIES OF PRINCIPALS AND TEACHERS

The involvement of parents in their children's learning has been recognized as important to the learning process and the ultimate success of education in schools. Recent reports by prestigious committees of scholars which recognize the importance of parents in their children's learning have reflected research which finds that children whose parents participate in their education have an advantage in their achievement (National Commission on Excellence in Education, 1983; Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy, 1983). The recognized need for parent education and a collaborative effort between parents and schools necessitates new models of educational practice. The Accelerated Schools Project is one example of a model which includes the deliberate strategy of empowering parents in the educational process (Levin, 1989; Seely, 1989). There are numerous examples in the research literature of the positive effects of parent involvement in the educational process. Research by Herman and Yeh (1983), which examined the relationships between parent involvement and school outcomes among second- and third-grade students in 256 schools, found significant relationships between parent involvement and the sum of standardized classroom scores on criterion-referenced reading and mathematics tests. Stevenson and Baker (1987) found

that parental involvement is a significant predictor of children's overall school performance. These and other studies, according to a review of research by Moles (1982), suggests that there is much to be learned about the kinds of home-school relationships that promote student achievement. His observation that staff training and orientation for dealing with parents is largely absent leads to the conclusion that research is needed which identifies the competencies needed by school staff to foster parent involvement. Research has identified successful school-parent relationships and parent involvement in schools. Attitudes and beliefs of teachers and principals have been found to be particularly impactful. In an extensive survey of teaching practices and professional attitudes of 3,700 public elementary school teachers in over 600 schools in Maryland, almost three-quarters of the teachers agreed that the general idea of parent involvement is a good one, but half of the teachers had serious doubts about the success of practical efforts to involve parents in learning activities at home. Teachers had not been educated in the management of parent involvement and did not express confidence in this role (Becker & Epstein, 1982). In a study of parents and teachers in 12 preschool programs, Powell (1978) found that frequency of teacher communications with parents was positively related to (a) teacher attitudes that childrearing values should be discussed with parents, and (b) a child-centered role concept by the teacher. Findings from interviews with

parents, principals, and teachers in public and private schools revealed that parents found a personal, rather than professional, approach more enhancing of home-school relations. Parents in this study rated everything about school conferences as negative, especially the formality (Lindle, 1989). These findings suggest a disparity between beliefs and practices of educational professionals and the needs of parents.

Cervone and O'Leary (1989) suggest that parent involvement exists along a continuum from the parent as passive recipient of information to the parent as an active partner in the educational process. They further suggest that a good parent involvement program requires knowledge of families and parent involvement strategies, skill in moving parents along the passive-active continuum, and teachers' readiness to enlist parents as active partners.

Following the assumptions that parent involvement enables children to achieve better, and that the behavior of parents and family members influences child learning, it was the purpose of this research to identify the knowledge, skills, and attitudes needed by teachers and other school staff which enable parent involvement in the educational process and to develop an instrument for future research and evaluation purposes. This was done by identifying and describing characteristics of school personnel who are identified as successful in achieving high levels of parental involvement in their classrooms. The

following research questions were addressed:

1. Can statements made about effective programs of parental involvement in education be classified as Knowledge, Skills, and Attitudes?
2. Do elementary school principals agree on the importance of competencies and characteristics as identified in professional literature for promoting parental involvement in education?

In the first phase of the research, using methods of content analysis, articles in professional journals published beginning in 1980 were reviewed to identify specific references to the knowledge, skills, and attitudes associated with working with, counseling, and educating parents, and enabling effective parental involvement in education. Characteristics or examples mentioned in at least two references were categorized as knowledge, skills, and attitudes.

In the second phase of the research, central school district administrators in twelve large urban and suburban school districts in north Texas were asked to identify the early childhood or elementary school with the highest perceived level of parental involvement. The principals of these schools were interviewed to identify important knowledge, skills, and attitudes needed by principals and teachers to effectively work with parents and promote parent involvement.

In the third phase of the project, a rating scale was developed which included specific knowledge, skills, and attitudes identified in at least two professional articles and by principals in the interviews. The principals in the study were asked to complete a questionnaire, rating each dimension according to its importance on a four-point scale with responses from Strongly Agree to Strongly Disagree. Ratings on each item of the rating scale were analyzed to determine level of agreement. Criteria for verification of the importance of a dimension required a minimum average value of 2.0 on a 4.0-point scale and a minimum of 50 percent of the respondents indicating they Strongly Agree or Agree with the importance of the dimension.

In summary, a rating scale, which included 155 dimensions of knowledge, skills, and attitudes of principals for successful parent involvement and 122 dimensions for teachers was constructed based upon content analysis of literature and open-ended interviews with principals. Each of the items were verified by the principals in the last phase of the study as Important according to the set criteria.

The knowledge, skills, and attitudes identified and verified in the study provide a framework for inservice training for teachers and principals to work with parents. The rating scale will be useful in evaluating the competencies of principals and teachers in planning for training.

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APPENDIX

PARENT INVOLVEMENT: A SURVEY OF PROFICIENCIES OF PRINCIPALS AND TEACHERS

Arminta L. Jacobson, Ph.D.
College of Education
University of North Texas
P. O. Box 13857
Denton, Texas 76203-6857

DIRECTIONS: This instrument is a three-part survey. Part I solicits your perceptions regarding the Parent Involvement Knowledge, Attitudes, and Skills which are necessary for elementary school principals. Part II requests your perceptions of the Parent Involvement Knowledge, Attitudes, and Skills which are important for early childhood and elementary teachers. Part III asks for you to provide demographic information for you and your school.

PART I. PRINCIPALS

Please read each dimension carefully and indicate the response that most accurately describes your perceptions of those dimensions which are important in parent involvement generally for Elementary School Principals. Indicate the extent to which you **AGREE** or **DISAGREE** with each dimension as follows:

CIRCLE SA if you Strongly Agree
CIRCLE A if you Agree
CIRCLE D if you Disagree
CIRCLE SD if you Strongly Disagree

PARENT AND COMMUNITY RELATIONS

Knowledge

1.	Knowledge of information channels and dissemination techniques.	SA A D SD
2.	Knowledge of the values and needs of parents and of parents and community.	SA A D SD
3.	Knowledge of the importance of parental involvement.	SA A D SD
4.	Knowledge of the cultural, social and economic environment of the school.	SA A D SD

Attitudes

5.	Willingness to communicate with parents, especially concerning educational goals and beliefs.	SA A D SD
6.	Desire to have parents in the school.	SA A D SD
7.	Belief in the importance of the principal as the initial contact by parents with the school.	SA A D SD
8.	Openness and nondefensiveness to new ideas, information, and criticism from parents.	SA A D SD

9.	Accepting, respecting and nonjudgemental toward parents and families.	SA A D SD
10.	Willingness to promote parental awareness among staff.	SA A D SD
11.	Desire to know and communicate with parents.	SA A D SD
12.	Willingness to have an "open door" policy with parents--to be available and accessible, welcoming parents.	SA A D SD
13.	An orientation toward making parent involvement a school wide effort.	SA A D SD
14.	Viewing the school as socially the central focus of community.	SA A D SD
15.	Viewing the school as a family made up of children, parents, and staff.	SA A D SD
16.	Willingness to meet parents on their terms.	SA A D SD

<u>Skills</u>

17.	Initiating and maintaining contacts and relationships with parents and the community.	SA A D SD
18.	Serving as "host ceremonial" leader for school events involving parents.	SA A D SD
19.	Making parents feel welcome and comfortable in the school setting.	SA A D SD
20.	Informing parents about programs, events, and school improvement efforts.	SA A D SD
21.	Communicating the needs of the school to parents.	SA A D SD
22.	Making the school a comfortable place for parents.	SA A D SD
23.	Building parental support for school goals, programs, and personnel.	SA A D SD
24.	Providing structure and support for parent input.	SA A D SD
25.	Demonstrating leadership.	SA A D SD
26.	Assessing parent's needs.	SA A D SD
27.	Keeping parents informed about curriculum and instructional programs and expectations.	SA A D SD
28.	Integrating the needs and goals of the school with those of the parents.	SA A D SD

29. Coordinating school and parental resources. SA A D SD

30. Using marketing techniques and strategies to promote parental involvement and volunteerism. SA A D SD

31. Using informational techniques and strategies to promote parental involvement and support. SA A D SD

STAFF DEVELOPMENT

Knowledge

32. Knowledge of specific needs and interests of professional staff. SA A D SD

Attitudes

33. Commitment to teacher development for working with parents. SA A D SD

34. Orientation toward providing assistance and support to the professional staff. SA A D SD

35. Belief that working with parents in an important role of teachers. SA A D SD

Skills

36. Implementing staff development programs related to parent involvement. SA A D SD

37. Teaching teachers in techniques for parent communications and conferences. SA A D SD

38. Identifying strengths and needs of the staff. SA A D SD

39. Support teachers in working with parents. SA A D SD

40. Encouraging teachers to feel good about themselves. SA A D SD

PARENT DEVELOPMENT

Knowledge

41. Knowledge of adult and parent development SA A D SD

42. Knowledge of parent's skills, abilities, education and level of development. SA A D SD

43.	Knowledge of the effects of stress on parent developmental levels.	SA A D SD
44.	Knowledge of effective parent education: programs, organizing, volunteer training.	SA A D SD
45.	Knowledge of specific needs, interests, goals, and perceptions of parents.	SA A D SD
46.	Knowledge of specific tasks and roles of volunteers.	SA A D SD
47.	Knowledge of Parent-Teacher Association.	SA A D SD
48.	Knowledge of guidelines, format, and procedures for volunteer programs.	SA A D SD
49.	Knowledge of developmental levels of parent involvement activities.	SA A D SD

Attitudes

50.	Belief that parents have important role in school.	SA A D SD
51.	Belief that the school belongs to parents too.	SA A D SD
52.	Desire to have parents as volunteers in school.	SA A D SD
53.	Belief that parents should participate in decisions concerning their children's education.	SA A D SD
54.	Belief that parents want what's best for their children.	SA A D SD
55.	Acceptance of diverse needs and interests of parents.	SA A D SD
56.	Responsive to individual developmental needs.	SA A D SD
57.	Patience with parents' needs and demands.	SA A D SD

Skills

58.	Educating adults for parent involvement.	SA A D SD
59.	Assessing parent knowledge and skills.	SA A D SD
60.	Orienting parents to the school.	SA A D SD
61.	Training parent volunteers.	SA A D SD
62.	Empowering parents with responsibility.	SA A D SD

63. Introducing new ideas and information. SA A D SD

64. Providing supervision of parent volunteers. SA A D SD

65. Establishing rapport with Parent-Teacher Association Board. SA A D SD

66. Establishing a framework and organizational guidelines for parent volunteer program. SA A D SD

67. Assisting in developing parent volunteers, assigning tasks and supervision. SA A D SD

PLANNING AND CHANGE

Knowledge

68. Knowledge of human nature and the processes through which individuals change. SA A D SD

69. Knowledge of planning techniques utilizing parent input. SA A D SD

Attitudes

70. Commitment to long-range planning. SA A D SD

Skills

71. Monitoring progress. SA A D SD

72. Ensuring central office support for plans and change effort. SA A D SD

73. Developing support for parent involvement effort among building administrators. SA A D SD

74. Developing and clarifying short-term and long-term goals for parent involvement. SA A D SD

75. Securing resources to support parent involvement efforts. SA A D SD

76. Adapting new ideas and programs to the local situation. SA A D SD

77. Involving parents in the planning process. SA A D SD

78. Assessing needs for parent involvement. SA A D SD

COMMUNICATION

Knowledge

79.	Knowledge of how to communicate.	SA A D SD

Attitudes

80.	Accepting of diverse viewpoints.	SA A D SD
81.	Responding nondefensively to concerns and aspirations of others.	SA A D SD
82.	Belief in parents' right to communicate concerns and aspirations to school staff.	SA A D SD
83.	Encouraging mutual trust.	SA A D SD
84.	Collegial, informal, and nonadversarial with parents.	SA A D SD
85.	Committed to open channels of communication and listening to parents.	SA A D SD

Skills

86.	Listening actively.	SA A D SD
87.	Speaking clearly and informatively.	SA A D SD
88.	Eliminating real and imagined communications barriers between parents and the school by organizing opportunities for parents and teachers to get to know each other.	SA A D SD
89.	Creating opportunities and open atmosphere for professional and collegial dialogue.	SA A D SD
90.	Communicating effectively with different audiences.	SA A D SD
91.	Managing and mediating conflict.	SA A D SD
92.	Communicating warmth, kindness, and patience.	SA A D SD
93.	Utilizing a variety of human relations skills.	SA A D SD
94.	Communicating effectively with difficult and angry parents.	SA A D SD

95. Using empathy in relationships with parents. SA A D SD

CURRICULUM

Knowledge

96. Knowledge of child development. SA A D SD

97. Knowledge of curriculum development processes. SA A D SD

Attitudes

98. Commitment to parent involvement in curriculum development. SA A D SD

Skills

99. Interpreting principles of child development. SA A D SD

100. Setting goals and objectives with parents for involvement. SA A D SD

INSTRUCTIONAL PROGRAM

Knowledge

101. Knowledge of instructional methods, strategies, and techniques. SA A D SD

Attitudes

102. Openness to new ideas and practices in instruction. SA A D SD

Skills

103. Engaging parents in dialogue about instruction. SA A D SD

104. Demonstration of instructional strategies and methods. SA A D SD

SERVICE TO PARENTS

Knowledge

105. Knowledge of how to support parents. SA A D SD

Attitudes

106. Supportive, encouraging, and caring attitude toward parents. SA A D SD

107. Willingness to share resources with parents. SA A D SD

108. Willingness to exert influence on behalf of others. SA A D SD

109. Desire to make parents feel they are important. SA A D SD

110. Commitment to working with parents as partners in educating their child. SA A D SD

111. Acceptance of parental help and involvement in the school. SA A D SD

Skills

112. Providing a range of involvement activities for parents. SA A D SD

113 Providing opportunities for parents to help each other and network. SA A D SD

114. Evaluating parent involvement programs and policies. SA A D SD

OBSERVATION AND CONFERENCING

Knowledge

115. Knowledge of counseling theory. SA A D SD

Attitudes

116. Valuing collegial relationships with teachers and parents. SA A D SD

Skills

117. Using appropriate conferencing techniques. SA A D SD

118. Helping teachers feel comfortable reporting problems and concerns related to parents. SA A D SD

119. Using guidance and counseling techniques. SA A D SD

PROBLEM SOLVING AND DECISION MAKING

Knowledge

120. Knowledge of variety of problem solving techniques. SA A D SD

121. Knowledge of a variety of decision making strategies. SA A D SD

Attitudes

122. Willingness to recognize and help solve problems. SA A D SD

123. Commitment to involving others in problem solving and decision making. SA A D SD

124. Being nonmanipulative and nondictatorial in management style. SA A D SD

Skills

125. Using techniques for reaching consensus. SA A D SD

126. Involving parents in decision making and problem solving. SA A D SD

127. Making decisions. SA A D SD

128. Solving problems. SA A D SD

129. Communicating decisions made. SA A D SD

MOTIVATING AND ORGANIZING

Knowledge

130. Knowledge of human motivation. SA A D SD

Attitudes

131. Believing that specific goals and jobs are important for parent volunteers. SA A D SD

132. Positive attitude toward teachers and parent volunteers. SA A D SD

Skills

133. Building an effective school climate for parent involvement. SA A D SD

134.	Developing a sense of teamwork with parents.	SA A D SD
135.	Fostering cooperation among teachers and parents.	SA A D SD
136.	Building group and organizational consensus with relation to parent involvement.	SA A D SD
137.	Using appropriate leadership behavior in various situations.	SA A D SD
138.	Maintaining visibility as principal in school and community.	SA A D SD
139.	Recognizing individual efforts of parent volunteers and teachers.	SA A D SD
140.	Leading effective meetings.	SA A D SD
141.	Establishing a trusting environment.	SA A D SD
142.	Making expectations known related to parent volunteer roles.	SA A D SD
143.	Building self-confidence in others.	SA A D SD
144.	Focusing attention on positive aspects of the school environment.	SA A D SD
145.	Providing incentives for parent involvement.	SA A D SD

PERSONAL DEVELOPMENT

Knowledge

146.	Knowledge of one's own philosophy of schooling and education.	SA A D SD
147.	Possessing a broad range of experiences, including experience with parents.	SA A D SD

Attitudes

148.	Feeling secure in uncertain situations with parents.	SA A D SD
149.	Accepting of individual differences.	SA A D SD
150.	Flexibility	SA A D SD
151.	Willingness to be known personally and professionally.	SA A D SD
152.	A sense of humor; able to laugh at self.	SA A D SD

153. Learning from and admitting mistakes. SA A D SD

Skills

154. Accepting responsibility. SA A D SD

155. Using power and authority wisely. SA A D SD

PART II. TEACHERS

Please read each dimension carefully and indicate the response that most accurately describes your perceptions of those dimensions which are important in parent involvement generally for Elementary School Teachers.

Indicate the extent to which you **AGREE** or **DISAGREE** with each dimension.

PARENT AND COMMUNITY RELATIONS

Knowledge

156.	Knowledge of information channels and dissemination techniques for relating to parents and the community.	SA A D SD
157.	Knowledge of the community and its resources.	SA A D SD
158.	Knowledge of the values and perspectives of parents and community.	SA A D SD
159.	Knowledge of the cultural, social and economic environment of the school.	SA A D SD
160.	Knowledge of correct climate for successful parent volunteer programs.	SA A D SD

Attitudes

161.	Willingness to communicate with parents, especially concerning goals.	SA A D SD
162.	Openness to new ideas, information, and criticism.	SA A D SD
163.	Desire to know and communicate with parents.	SA A D SD
164.	Welcome parents in the school.	SA A D SD
165.	Nonjudgemental of parents.	SA A D SD
166.	Appreciating parent involvement as an integral part of the educational process.	SA A D SD

Skills

167.	Initiating and maintaining contacts with parents in a variety of ways.	SA A D SD
168.	Informing parents about programs, events, and school improvement efforts.	SA A D SD

169. Practicing diplomacy. SA A D SD

170. Building parental support for school goals, programs, and personnel. SA A D SD

171. Facilitating parent input. SA A D SD

172. Providing structure for school and parent collaboration. SA A D SD

173. Assessing parent's needs and expectations. SA A D SD

174. Keeping parents continuously informed about curriculum and instructional programs. SA A D SD

175. Using marketing techniques and strategies to promote parental involvement. SA A D SD

PARENT DEVELOPMENT

Knowledge

176. Knowledge of adult and parent development. SA A D SD

177. Knowledge of how adults learn and process information. SA A D SD

178. Knowledge of specific needs and interests of parents. SA A D SD

179. Knowledge of how to initiate and accomplish effective parent involvement programs. SA A D SD

Attitudes

180. Commitment to parent development and education based on needs. SA A D SD

181. Commitment to ongoing growth of parents as partners in education. SA A D SD

182. Belief that parents should participate in decisions concerning their children's education. SA A D SD

183. Belief that parents want to be involved in their children's education. SA A D SD

184. Value parents contributions. SA A D SD

185. Encouragement of parent involvement based on parents' strengths. SA A D SD

186. Sensitivity to diverse and changing needs of parents. SA A D SD

187. Belief that parents are capable of making desirable changes in their involvement with their children's education. SA A D SD

188. Belief that parents care for their children. SA A D SD

Skills

189. Implementing parent development programs. SA A D SD

190. Implementing programs that develop parents' helping, teaching, or evaluation skills. SA A D SD

191. Orienting and inducting parents as volunteers in school. SA A D SD

192. Training parents as volunteers in school. SA A D SD

193. Facilitating involvement in parent organizations. SA A D SD

194. Helping families establish home environments to support learning. SA A D SD

195. Encouraging parents to reflect on and commit themselves to involvement in their child's education. SA A D SD

196. Training parents in appropriate guidance techniques. SA A D SD

PLANNING AND CHANGE

Knowledge

197. Knowledge of goal-setting strategies. SA A D SD

Attitudes

198. Commitment to parent involvement activities. SA A D SD

Skills

199. Involving parents in monitoring and evaluating parent involvement programs. SA A D SD

200. Managing time. SA A D SD

201. Developing and clarifying goals for parental involvement. SA A D SD

202. Involving parents in the planning process. SA A D SD

203. Generating parental commitment to goals. SA A D SD

COMMUNICATION

Knowledge

204. Knowledge of how to get along with difficult people and different personality types. SA A D SD

Attitudes

205. Accepting of diverse viewpoints. SA A D SD

206. Responsive to concerns and aspirations of others. SA A D SD

207. Encouraging mutual trust and rapport. SA A D SD

208. Open and approachable. SA A D SD

209. Empathy SA A D SD

Skills

210. Listening attentively. SA A D SD

211. Speaking and giving instructions clearly. SA A D SD

212. Writing understandable communications to parents. SA A D SD

213. Creating opportunities for dialogue with parents. SA A D SD

214. Communicating effectively with different audiences. SA A D SD

215. Managing conflict and anger. SA A D SD

216. Building rapport with parents. SA A D SD

217. Creating effective processes for communicating in as many ways and with as many parents as possible. SA A D SD

CURRICULUM

Knowledge

218. Knowledge of child and adult development. SA A D SD

Attitudes

219. Commitment to parent involvement in curriculum development. SA A D SD

Skills

220. Designing curricula for parents to implement. SA A D SD

INSTRUCTIONAL PROGRAM

Knowledge

221. Knowledge of instructional methods, strategies, and techniques which can be used by parents. SA A D SD

Attitudes

222. Belief that parents should be assigned learning activities to use with children at home. SA A D SD

223. Belief that parents can successfully conduct learning activities at home. SA A D SD

Skills

224. Engaging parents in dialogue about instruction. SA A D SD

225. Managing and supervising parents' participation in the instructional program. SA A D SD

226. Demonstrating and modeling instructional and guidance strategies and methods. SA A D SD

227. Instructing and supporting parents in use of instructional techniques. SA A D SD

228. Informing parents of students' school program. SA A D SD

229. Involving parents in evaluating their own child's progress or problems in school. SA A D SD

SERVICE TO PARENTS

Knowledge

230. Knowledge of appropriate guidance techniques. SA A D SD

Attitudes

231. Supportive and nurturing attitude toward parents. SA A D SD

232. Belief in importance of informing parents regularly of students' progress. SA A D SD

233. Positive and willing attitude toward working with parents. SA A D SD

Skills

234. Organizing policies and guidelines for volunteer work. SA A D SD

OBSERVATION AND CONFERENCING

Knowledge

235. Knowledge of effective conferencing strategies and methods. SA A D SD

Attitudes

236. Valuing collegial relationships with teachers and parents. SA A D SD

Skills

237. Analyzing observation and conferencing data. SA A D SD

238. Eliciting information from parents through open-ended questions. SA A D SD

239. Assisting in identifying and validating parents' concerns. SA A D SD

240. Using appropriate conferencing techniques. SA A D SD

241. Utilizing classroom observation as a technique for parent learning. SA A D SD

242. Establishing mutual trust and respect. SA A D SD

243. Giving feedback to parents. SA A D SD

PROBLEM SOLVING AND DECISION MAKING

Knowledge

244. Knowledge of a variety of problem solving techniques. SA A D SD

Attitudes

245. Willingness to recognize and help solve problems. SA A D SD

Skills

246. Involving parents in decision making. SA A D SD

247. Involving parents in problem solving. SA A D SD

MOTIVATING AND ORGANIZING

Knowledge

248. Knowledge of the importance of recognition and feedback to parents. SA A D SD

Attitudes

249. Appreciating parents' efforts. SA A D SD

250. Commitment to a cooperative team effort. SA A D SD

Skills

251. Developing a sense of teamwork. SA A D SD

252. Fostering cooperation and participation of parents. SA A D SD

253. Recognizing and appropriately praising parents and families. SA A D SD

254. Making expectations known to parents. SA A D SD

255. Building self-confidence and self esteem in parents. SA A D SD

256. Focusing attention on positive aspects of the school environment. SA A D SD

257. Providing incentives. SA A D SD

PERSONAL DEVELOPMENT

Knowledge

258. Knowledge of one's own theory of education. SA A D SD

259. Knowledge of oneself. SA A D SD

260. Knowledge of when to seek help from principal or parents. SA A D SD

Attitudes

261. Feeling secure and confident in uncertain situations. SA A D SD

262. Reflective on issues of practice with parents. SA A D SD

263. Respecting the dignity of parents. SA A D SD

264. A sense of humor. SA A D SD

265. Possessing a positive view. SA A D SD

266. Patience. SA A D SD

Skills

267. Accepting responsibility. SA A D SD

PART III. DEMOGRAPHIC INFORMATION

268. Gender:
___1)Female
___2)Male

Age:
___1)22-30
___2)31-40
___3)41-50
___4)51-60
___5)Over 60

Highest Degree Held:
___1)Bachelor's
___2)Master's
___3)Doctorate

269. Years in Current Position:
___1)1-5
___2)6-10
___3)11-15
___4)16-20
___5)Over 20

Years Experience as Teacher:
___1)1-5
___2)6-10
___3)11-15
___4)16-20
___5)Over 20

270. Socioeconomic Status of Children in Your School:
___1)lower socioeconomic level
___2)middle socioeconomic level
___3)upper socioeconomic level
___4)both lower and middle socioeconomic level
___5)both middle and upper socioeconomic level
___6)all socioeconomic levels

271. Racial Group of Children Highest Respresentation in Your School:
___1)Euro-American
___2)African American
___3)Asian or Pacific Islander
___4)Native American/Native Alaskan Indian
___5)Hispanic
___6)Middle Eastern/Arabic
___7)Other_____

ADDITIONAL COMMENTS:

THANK YOU FOR YOUR RESPONSE.

272. _____ 273. _____